



2022-2023 Annual and World's Best Workforce Report

Our Mission: To provide all students with the knowledge, skills and character to graduate from high school and the confidence to successfully complete their post-secondary education and to support students in becoming Confident Learners, Caring Community Builders and Cross-Cultural Navigators.

Approved by the HS Board on November 21, 2023.

School Enrollment

According to the MDE Report Card, in the 2022-23 school year, the Hennepin School's (HS/Hennepin) demographics were 87% Black; 11% Latino; 1% White; and 1% Asian or American Indian. Hennepin was more than 90% free and reduced price lunch and 55% English Language Learner. Nine percent (9%) of its students were identified as special education, and no students were classified as homeless at any given time during the school year. The table below describes the number of students budgeted versus actually enrolled:

Grade	Budgeted Enrollment	Actual Enrollment	Number of students on the waiting list during course of the school year
K	41	40	0
1	47	46	0
2	38	42	0
3	45	49	0
4	44	48	0
5	49	47	0
6	49	48	0
7	50	46	0
8	37	37	0
Totals:	400	403	0
Bumblebee Daycare		24	

Student Attrition

Of the 401 students who were enrolled in March of 2023, ninety-six percent (96%) intended to return in the fall of 2023, up four percent (4%) from the previous year. One percent (1%) stated they did not intend to return; and three percent (3%) were unsure or missing data. Throughout the course of the entire school year, HS had 22 students drop, and 42 students were added to the program. On average, the school loses between 10-15% of its students over the summer to other programs and locations, and after the summer of 2023 twenty-five percent (25%) or 99 students did not return in the fall of 2023.

Governance and Management

The school was in its eleventh year of operation and conducted its ninth annual board election in the 2022-23 school year. The 2022-23 board consisted of a wide range of expertise in school leadership, finance, governance, business, and instruction. Two new parent community members, Aziz Aquib and Kaltun Abdi joined the board as parent community members in the 22-23 school year, and two members were required to resign due to attendance issues. Here is a list of the 2022-23 HS Board:

2022-23 HS Board of Directors, as of June 30, 2023

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Dr. Char Myers	Chair/President	cmyers@hennepinschools.org	2016-2025	Non-parent Community Member
Miguel Mendez	Vice President	mmendez@hennepinschools.org	2016-2023	Non-parent Community Member
John Slavik File Folder 465208	Secretary	jslavik@hennepinschools.org	2019-2025	HS Teacher
Christina Lacina File Folder 1000409	Treasurer	clacina@hennepinschools.org	2020-2023	HS Teacher
Kaltun Abdi	Director	kabdi@hennepinschools.org	2022-2025	Parent Community Member
Aziz Aqib Resigned due to lack to attendance as	Director	aaqib@hennepinschools.org	2022-2025	Parent Community Member

per 2019 Bylaws				
Alma Iglesias Resigned due to lack to attendance as per 2019 Bylaws	Director	aiglesias@hennepinschools.org	2021-2023	Parent Community Member

22-23 Board Elections and Composition

Hennepin conducted its ninth board election in the winter of 2022 with the overarching goal of an open and transparent process in compliance with state statute.

The board appointed an Election Commissioner, Mr. Yusuf Mohamed, who led the process through to completion. Three board members' seats were up for election: an HS non-Parent Community Member seat, an HS Teacher Member seat, and one HS Parent Community Member seats. The board nomination window was January 16 - Jan. 31, 2023. The nomination window and application process were announced via website, email, and translated mailer sent home to families. Applicants could email, drop off, or mail their application to the school. After the board nomination window closed, the ballot was finalized and four candidate biographies were disseminated to HS families via the website and a mailer sent home. The HS Teacher Member seat was contested with two teachers running; the other two seats ran uncontested. The election took place over the course of three days, February 16-18, 2023, in conjunction with Parent/Teacher conferences. Results were published and the information was translated and sent home to parents the following week. The community of voters elected three of the four candidates: Mahdi Nur, Khalid Omar and Alma Iglesias. Newly elected board members took office on July 1, 2023 for a three year term. In August of 2023, the board unanimously agreed to reappoint Charitina Lacina as the third teacher member, rounding the board out to seven members. The 2023-24 board composition is listed below:

2023-24 HS Board of Directors

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Dr. Char Myers	Chair/President	cmyers@hennepinschools.org	2016-2025	Non-parent Community Member

Kaltun Abdi	Vice President	kabdi@hennepinschools.org	2022-2025	Parent Community Member
John Slavik File Folder 465208	Secretary	jslavik@hennepinschools.org	2019-2025	HS Teacher
Christina Lacina File Folder 1000409	Treasurer	clacina@hennepinschools.org	2020-2025	HS Teacher
Khalid Omar	Director	komar@hennepinschools.org	2023-2026	Non-parent Community Member
Madhi Nur	Director	mnur@hennepinschools.org	2023-2026	HS Teacher
Alma Iglesias	Director	aiglesias@hennepinschools.org	2021-2023; 2023-2026	Parent Community Member

All elected board appointments will be for three-year length terms, unless fulfilling a position open due to death or resignation, as per the 2019 HS By-Laws. Candidate criteria was defined as follows: a teacher has a full-time teaching license in Minnesota and works in a teaching capacity at HS; a parent/legal guardian has a student or students enrolled at HS and is not employed at HS; and a community member is not employed at HS and does not have students enrolled at HS.

Staffing/Equitable Access to Excellent Teachers

During the 2022-23 school year, the district and its administration teams united into one campus in our permanent home. The new building licensed teachers, office staff, an executive director, an academics school director, an operations director, an assistant operations director and school culture director, two instructional coaches, two deans of students, special education assistants, and general education assistants. Seventy-nine (79%) percent of the staff returned for the 22-23 school year. All teachers held a valid Minnesota license in the area(s) for which they teach.

All students, regardless of instructor, take the same rigorous grade level formative assessments weekly and a larger assessment each of four terms. These system-wide checks ensure all students are getting access to high quality instruction and assessment and excellent teachers. Below is a list of the 22-23 HS Staff:

Employee Title	Last Name/FirstName
School Nurse	Abdi, Abdirahman

Special Education Assistant	Abshir, Waris
Social Worker	Adomaitis, Natalie
Special Education Assistant	Ahmad, Tahani
Special Education Assistant	Ahmed, Jijo
Science Teacher 6-8	Aldridge, Aaron
Special Education Assistant- Bus	Ali, Khalif
Special Education Assistant	Ali, Mintaha
Special Education Teacher	Anderson, Marcie
Special Education Assistant	Armenta, Abriana
Second Grade Teacher	Arola, Natalie
Administrative Assistant	Bantley, Amatullah
Special Education Program Coordinator	Barnes, Anne
Special Education Assistant, Long Term SPED Sub	Bayie, Beruktawit
Building and Grounds Associate, Evening	Bazan-Bazan, Agustin
Fifth Grade Teacher	Bender, Kory
Daycare Teacher	Bissenova, Zhanar
Fourth Grade Teacher	Brown, Billy
Social Studies Teacher 6-8	Calhoun, Klaudia
Building and Grounds Associate, Evening, part time	Camacho Najera, Santurnino
First Grade Teacher	Cannon, Tiffany
Dean of Students, 5-8	Chopra, Marlon
Kindergarten Teacher	Church, Kate
Special Education Assistant	Dahir, Samira
Building and Grounds Associate, Evening	de Bazan, Celia
Fourth Grade Teacher	Doseh, Sylvie
Sixth Grade Teacher	Duersch, Morgan
HR Coordinator	Fareed, Nida
Fifth Grade Teacher	Gillett, Allison
First Grade Teacher	Gussel, Claire
Building and Grounds Associate, Evening, part time	Gutierrez Tlaseca, Arisbeth

Building and Grounds Associate	Gutierrez Tlaseca, Nancy
Parent Engagement Coordinator	Guulleed, Guled
Executive Director	Henderson, Julie
Phy Ed. Teacher	Hensel, Eric
Instructional Coach	Horst, Erin
Special Education Assistant	Ibrahim, Anab
General Education Assistant, Daycare	Ibrahim, Fathya
Media Specialist	Klein, Lanica
School Director of Academics	Knuttila, Kimberly
Third Grade Teacher	Lacina, Christina
ELL Teacher	Lazareva, Yana
Second Grade Teacher	Ledford, Aarin
Third Grade Teacher	Losness, Rachel
Special Education Due Process Coordinator	Mahmud, Yassin
Kinder EA	Mohamed Jama, Bosteya
Assistant Director of Operations	Mohamed, Amal
Dean of Students, K-4	Mohamed, Madar
Special Education Assistant- Bus	Mohamed, Naimo
Special Education Assistant- Bus	Mohamed, Osman
School Director of Operations	Mohamed, Yusuf
Math 7-8	Moller, Steve
Social Worker	Nur, Mahdi
Science Teacher K-5	Ochoa, Heather
Sixth Grade Teacher	Omar, Zeniab
Special Education Assistant	Osman, Halima
Office Manager	Osman, Hibaaq
Building Sub	Osman, Nasra
Building and Grounds Associate	Palma, Carlos
Building and Grounds Manager	Palma, Juan
Office Manager, Lead	Palma, Raquel

Instructional Coach	Palony, Amber
Special Education Teacher	Pinataro, Lucy
Special Education Assistant	Rodol, Saida
Daycare Teacher	Rosa, Katie
Special Education Teacher	Schmitz, Kaitlyn
Special Education Assistant	Sheikhibrahim, Salma
Special Education Teacher	Silverstein, Beth
Phy. Ed. Teacher/Activities Coordinator/DAPE	Slavik, John
Intervention Teacher	Stephens, Kari
Kindergarten Teacher	Strinden, Emily
Building Sub	Tarter, Joe
Language Arts Teacher 6-8	Vogel, Samantha
ELL Teacher	Woods, Natahlia

Staff Professional Development Plans:

One of the three school leaders, Dr. Julie Henderson, HS Executive Director, held a valid administrator license last year and did not require additional professional development plans. The K-8 School Academics Director, Ms. Kim Knuttila and the K-8 Operations Director did not hold valid administrator licenses. Their professional goals were monitored in weekly check-ins with the school’s Executive Director.

Ms. Knuttila and Mr. Mohamed’s professional development plan was focused on preparing a new building with a K-8 academic program. Both attended the first of a two year Teach for America Twin Cities program, called Activate School Leadership Fellowship. These job embedded year long professional development opportunities were generously supported and funded through Hennepin’s Great Minnesota Schools’ partnership.

Finances

HS’s fund balance goals have been met and exceeded during the life of the Friends of Education contract, ending in 2023 with a final unaudited fund balance of 29%. Since 2012, HS has been audited by Abdo, Eick, & Meyers. Abdo, Eick, & Meyers is in the process of auditing the school for the 22-23 school year after its eleventh year of operation. The school has one material audit adjustment that was an internal control

finding. The school's accountant accidentally coded FY23 building company expenses onto FY22. In the fall of 2021, S&P Global Ratings' rating on the City of Minneapolis' series 2021A tax-exempt and 2021B taxable charter school lease revenue bonds issued for Hennepin Schools Building Co., a Minnesota nonprofit corporation and 501(c)(3) organization, was "BB-". In fall of 2022 and 2023, according to S&P the outlook remained stable. And finally, HS was on the MDE School Finance Award recipients list for the eleventh year in a row.

Academic Performance

The 2022-23 school year was a building year academically for Hennepin Schools. The school received 33% new students population and this greatly impacted school culture and climate, making it difficult to make the academic gains necessary to close the achievement gaps, fully exacerbated by the pandemic.

The Instructional Coaches and classroom teachers convene weekly in professional learning communities to go over weekly quiz data. Quiz data is analyzed for reteach and small group and reteach opportunities. Student needs were shared among intervention staff. Every eight weeks the school had a Data Day or a professional development day. Grade level teams track data by student and standard. These grade level "comps" are comprehensive formative assessments, aligned to the benchmarks taught during that term. Although weekly quiz data and quarterly comp assessments are not designed to show growth, we do see students progressing in grade level knowledge and skills over time. In addition, this was the second year HS used the ANet reading assessments in grades 2-8, which are considerably rigorous and relevant.

The nationally normed referenced test we give is the NWEA MAP. The school collected baseline data in fall of 2022, progress monitoring the winter of 2023, and growth data in the spring of 2023.

The teachers created pacing guides aligned to the MN state standards. Each week state level benchmarks are broken down into daily objectives. Depending on class need, scaffolding and additional background knowledge is incorporated into lessons.

During the 2022-23 school year, the School Director and Instructional Coaches did informal observations in each classroom and provided feedback on the instruction during weekly teacher check-in meetings. The school also implemented a state-approved Q-Comp plan to address formal teacher evaluation three times a year and benchmark goals met in professional development and learning communities. The

school was able to evaluate all teachers three times over the course of the school year and awarded thirty teaching staff a total of \$24,400 in QComp bonuses in June of 2023.

World's Best Workforce Goals

All Students Ready for School: See Contract Goal #3, Ready for School, below

Hennepin had an additional WBWF goal of 62% of kindergarten students will reach their Target RIT goal in Reading by spring of 2023. In the 22-23 school year, 74% of kindergarten students met their target RIT goals in Reading by spring of 2023.

Goal: MET

All Students in Third Grade Achieving Grade-Level Literacy

Hennepin's Goal of 62% of third grade students will reach their Target RIT goal in Reading by spring of 2022. In the 22-23 school year, 58% of third grade students met their target RIT goals in Reading by spring of 2023.

Goal: SOMEWHAT MET

Close the Achievement Gap(s) Between Student Groups

Hennepin had the WBWF Goal of 40% of grade 3-8 students would meet the standards on the spring 2023 MCAs.

2023 MCA Mathematics 18% met state standards

2023 MCA Reading 28% met state standards

Goal: NOT MET

All Students Career- and College-Ready by Graduation

WBWF Goal: 95% of all students will attend school on a regular basis in grades K-8.

Hennepin Schools had 93% attendance in grades K-8.

Goal: SUBSTANTIALLY MET

2022-2023 Contract Goals

Hennepin Schools entered into a five year contract, renewed with Friends of Education beginning on July 1, 2019 and ending on June 30, 2024 (unless renewed). The current contract has four goals.

Goal #1: State Assessment Tests (50% weight)

Sub Goal 1.1: Absolute Proficiency.

World's Best Workforce Charter Contract Target: All third graders can read at grade level.

Each year at least 90% of students will be at grade level-proficiency (meets or exceeds standards on state assessment) or move ahead two steps on the IRLA fall to spring literacy assessment.

Grade	Percentage who meet or exceed on the MCA or moved two steps ahead on the IRLA fall to spring
Grade 3	9%
Grade 4	11%
Grade 5	3%
Grade 6	0%
Grade 7	0%
Grade 8	0%

Sub Goal 1.1: NOT MET

Each year, the School’s proficiency rates (meets plus exceeds standards on state assessments) for students who have been in the School for at least three years will meet or exceed the state average proficiency rates (meets plus exceeds standards on state assessment) in reading, mathematics and science.

Students 3+ Years at HS	HS Reading	State Average Reading	HS Math	State Average Math	HS Science	State Average Science
Grade 3	24%	47.4%	43%	59.7%		
Grade 4	14%	48.4%	31%	57.7%		
Grade 5	31%	58.7%	12%	44.9%	15%	48.4%
Grade 6	41%	53.4%	16%	40.1%		
Grade 7	42%	45.2%	4%	40.2%		
Grade 8	24%	44.8%	7%	40.8%	0%	27.6%

Sub Goal 1.1: NOT MET

Sub Goal 1.2: Comparative Proficiency- District.

Each year, the School will demonstrate higher School-wide proficiency rates than the Minneapolis school district, in at least 75% of the cells (school-wide, each grade, each subject), for the same grades served, for each reading, mathematics, and science.

	HS Reading	MPS Reading	HS Math	MPS Math	HS Science	MPS Science
Grade 3	22%	42.2%	37.8%	49.2%		
Grade 4	12.2%	42.4%	27.3%	46.6%		
Grade 5	38.3%	44.9%	10.9%	29.8%		
Grade 6	34%	41.1%	13.3%	32.8%		
Grade 7	31.9%	36.3%	8.9%	31.1%		
Grade 8	30.8%	36.6%	6.3%	31.8%		

K-5	24.8%	not published	25.1%	not published	14.9%	36.1%
6-8	32.3%	not published	9.8%	not published	0%	23.8%

Sub Goal 1.2: NOT MET

Sub Goal 1.3: Growth.

As published by the Minnesota Department of Education, each year: either the School’s growth z-score will exceed the state average z-score in each reading and math; or the School’s on-track growth will exceed the state average on-track growth in each reading and math; or the School’s average percentage of students who maintained or improved achievement levels will exceed the state-average.

Sub Goal 1.3: *Data not available in 2023, as per MDE Report Card Website.*

Sub Goal 1.4: Achievement Gap Reduction.

World’s Best Workforce Charter Contract Target: All racial and economic achievement gaps between students are closed.

Each year, for each subgroup other than English Learners, for which the School had publicly reportable/sufficient counts: the School’s proficiency rates (meets or exceeds standard on state assessments) will exceed the state average proficiency rate for the subgroup for each reading and math.

	School’s Proficiency Rates: Reading	State Average Proficiency Rates: Reading	School’s Proficiency Rates: Mathematics	State Average Proficiency Rates: Mathematics
Black	28.8%	30.9%	18.9%	21.3%
Latino	20%	31.1%	10%	24.3%
Special Education	3.8%	25.7%	12%	24.6%
Free and	27.6%	33.9%	16.4%	27.3%

Reduced Price Lunch Counts (FRPL)				
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Sub Goal 1.4: NOT MET

English Learners: As published by the Minnesota Department of Education, for each year the School has publicly reportable/sufficient counts of English Learner students: the School’s English Learners will average higher ELP progress towards target than the statewide average on ELP progress, and the School’s percentage of English Learners who meet or exceed their target will exceed the statewide average.

	School’s average on ELP progress	Statewide average on ELP progress	School’s percentage of ELL who meet or exceed their target	State percentage of ELL who meet or exceed their target
ELL	49.8%	47.3%	28.7%	28.9%

Sub Goal 1.4: PARTIALLY MET

Goal #2: Nationally-Normed Assessment (20% weight)

World’s Best Workforce Charter Contract Target: All students are ready for career and college.

Each year, the School will administer a Nationally-Normed Assessment in at least grades 4 and 8 and at least 51% of the students will exceed the national average.

Grade 4 Reading NWEA percent of students at the national average: 26%

Grade 4 Mathematics NWEA percent of students at the national average: 19.4%

Grade 8 Reading NWEA percent of students at the national average: 40%

Grade 8 Mathematics NWEA percent of students at the national average: 30%

Goal 2: NOT MET

Goal #3: Ready for School (20% weight)

World's Best Workforce Charter Contract Target: All children are ready for school.

Each year, by February 1st, 80% of all School's kindergarten students continuously enrolled since the first day of school will be able to identify all 26 upper and lower case letters and count to 20.

Ninety-one percent (91%) of continuously enrolled Kindergarten students could identify all upper case letters; Ninety-three percent (93%) could identify all lower case letters and eighty-nine percent (89%) could count to twenty; and 81% were proficient on the English letter sounds (new assessment this year) when assessed in January of 2023.

Goal 3: EXCEEDED

Goal #4: School Culture (10% weight)

Sub-Goal 4.1: Attendance. Each year, the School will achieve a higher rate of consistent attendance than the state average. Consistent Attendance means students who attend more than 90 percent of the time the student is enrolled.

Sub-Goal 4.1: EXCEEDED The State's consistent attendance rate last year was 69.8% according to the MDE's State Report Card. Hennepin School's consistent attendance rate was 76.6%.

Sub-Goal 4.2: Academic Governance. The School will implement an Academic Governance Plan to critically evaluate and strategically lead the school's academic performance and improvement. The school shall include a summary of its findings in the School's board minutes no less than twice annually.

Sub-Goal 4.2: MET The board received two formal reports on the School's academic performance and improvement on January 17, 2023 and the June 20, 2023, presentation was tabled and delivered August 16, 2023, These reports were part of the School's Board Goals.

Innovative Practices and Implementation

In 2022-23, HS partnered with Great Minnesota Schools on several initiatives, including the continued effort on a three-year Good to Great improvement plan; TNTIP Insight Survey for staff and parents; ANet reading coaching and assessment; and an EdFuel Talent Cohort. Much of the support for these planning initiatives was generously provided by Great Minnesota Schools. Although the pandemic continued to

impact school operations and academics, the School has used its Good to Great plan as a true north and continues to work towards full implementation. It has helped us weather the exodus of teachers from the field by providing a clear vision for developing Caring Community Builders, Confident Learners, and Cross Cultural Navigators.

Hennepin Schools has adopted two new textbook adoptions which are designed to provide highly rigorous learning opportunities for all our students. The Eureka Math program, implemented in grades K-5, provides not only skill work in mathematics but also conceptual mathematics knowledge and procedures and mathematical fluency. The EL curriculum adopted in grades K-8 has provided students with college ready tasks designed around culturally relevant works of fiction and non-fiction. The EL curriculum provides students with grade level, rigorous content centered around units that promote depth of learning.

Hennepin Good to Great plan included a school culture component, and the K-8 school culture team fine tuned our Positive Behavior Intervention System (PBIS) using a K-8 school-wide set of routines and rituals in all common areas and common discipline and incentive plan. At Hennepin Schools, students and staff are rewarded for their successes and encouraged to rise above the challenges of our current situation as Caring Community Builders.

Future Plans

During the course of the 2022-23 school year, Hennepin Schools served students and families in its new building in south Minneapolis on 12.5 acres of green space. The new building provided new challenges and opportunities to work through as we were able to implement new schoolwide routines and more efficient parent drop off and pick ups. Future plans include redefining Hennepin's community reach; establishing even more robust after school programs utilizing the green spaces; updating and maintaining a school media center, and implementing a daycare for four year olds as part of our wrap around services. Our school plans to re-engage our families in person through events, high quality parent training, family events and open gym, and advisory committees.

Hennepin continues to be attentive to our learners in the K-8 program and will continue to implement interventions and high quality instructional programming to close the opportunity gap for students left behind by the pandemic. Our summer school program provides additional high quality instruction and outdoor education for rising grades 1-8.

In the 2023-24 school year, the school will work with Bellwether experts to do a quality school review, convene focus groups of staff, students and families and craft an additional three year strategic plan. The school will work on planning documents for a Pre-K expansion and use federal charter school start up funds to plan for additional grades in future years.

Dissemination and Marketing Information

Hennepin ran a targeted Facebook campaign meant to draw families to our information session events. We continued to reach out to preschool programs in the area. Through these relationships, we had access to several kindergarten information sessions and opportunities to partner directly with individual preschool classrooms. We also ran ads in the local newspaper to spread awareness of our school, reaching the houses within a three mile radius of our new campus. Hennepin staff attended local summer events with the community throughout the summer, including Somali Independence Day and several neighborhood street fairs. The recruitment team visited local daycares and community centers and invited families to come in for tours and to register. An updated hand card and mailer, translated into three languages, were created to celebrate the new campus and those were distributed via US mail and by hand.

Authorizer Contact Information

Friends of Education's mission is to improve the education of children. Improving K-12 education since 1999, Friends supports programs which emphasize content and critical thinking with demonstrated evidence of increasing student achievement and post-secondary readiness.

If you would like to contact Hennepin School's authorizer liaison directly, please contact Ms. Beth Topoluk at:

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11100 Wayzata Blvd, Suite 800
Minnetonka, MN 55305

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